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ABSTRACT

Three facets of the state of Washington's Right to Read program are presented in this document. The facets include: "Guidelines for School-Based Component," which discusses goals and objectives, basic assumptions, role of the state education agency, role of the local education agency, role of the right to read consultants, role of the reading director, and evaluation and progress reporting; "School Based Component," which presents the nature and scope of funding, source and conditions of funding, state responsibilities, local school district responsibilities, assumptions on which the program is based, relationship of the project to regular operations and programs of the state education agency, phases of the right to read plan of action, and long range consequences; and "Criteria Leading to Excellence in Reading Program," which lists 25 criteria intended to assist the local education agency in evaluating its reading program. (WR)

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STATE OF WASHINGTON RIGHT TO READ

GUIDELINES

FOR

SCHOOL-BASED COMPONENT

Adapted from General Plan of Action
U. S. Office of Education
Right to Read

by

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CS 001 340

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GUIDELINES FOR SCHOOL-BASED COMPONENT

1. General Statement of Goals and Objectives

The National Right to Read Effort is a coordinated endeavor involving all segments of society, public and private, professional and non-professional, to ensure that in the next decade no American shall be denied a full and productive life because of an inability to read effectively. The major goal of the Right to Read Effort is to increase functional literacy so that by 1980, ninety-nine percent of the people in the United States 16 years old, and ninety percent of the people over 16, will possess and use the reading competencies which an individual must have to function effectively as an adult. Functional literacy is defined as the ability to read to the end that the individual is able to function productively as an adult and thereby increase the benefits to be derived from this society. Implied in this definition is the recognition that to function productively may require the ability to perform certain general tasks and certain specific tasks which will allow an individual to take advantage of options that should be available and to create new options for himself.

The Right to Read Effort is a program designed to inform the public that there is a nationwide reading problem; to determine what changes are required to accomplish the goal; to assist those who need to change to do so; to identify existing resources, public and private, which can be brought to bear on the problem; to make additional resources available; and finally to demonstrate, through the establishment of reading programs, effective techniques for the elimination of reading deficiencies and, therefore, increase reading competencies.

The Right to Read Effort is not a single reading program or a single reading method which is to be endorsed for the teaching of all, rather, it is a team effort requiring the marshalling of all available resources to meet the stated objectives. It does not remove authority or responsibility for overcoming reading handicaps from the State and local governments and the citizens of the community where the responsibility for education properly rests in this country.

The Guidelines for School-Based Component, prepared by the United States Office of Education and the State of Washington, is intended to assist in the planning, operation and evaluation of Right to Read programs to achieve effectively the goals and objectives of the Right to Read Effort.

2. Basic Assumptions of the National Right to Read Effort

All individuals in a democratic society must have the opportunity to become functionally literate. The task of teaching individuals to read is a shared social responsibility.

Each individual is a unique person, has his own rate of growth, and is affected by socio-cultural determinates. Educational institutions have the prime responsibility for producing functionally literate individuals, but all institutions share in this responsibility.

Since reading is an integral aspect of learning, reading instruction must be a continuous process. Given an effective, individualized program, based upon multiple approaches in method, adults and children can learn to read.

At all levels of learning, each teacher must recognize the role of reading in his field and provide needed assistance.

3. Basic Assumptions of the State of Washington Right to Read Plan of Action

a. Every child can achieve mastery of reading skills with the probable exception of 1%.

b. Schools are accountable for building "zero defect" programs - programs which give every pupil the reading competence he needs, regardless of the difficulties, the time required, his interest or lack of it, his cultural background, his home life, or his ability as measured by culture bound tests.

c. By making the technical assistance available to every Local Education Agency for a sustained period of time, a total reading program can be built which meets a generally accepted criteria of excellence.

d. The scope of a total reading program is broad - preschool, elementary and secondary schools, and the adult community.

e. The office of the State Superintendent of Public Instruction has the capability of creating and implementing a delivery system that is designed to provide education specialists with leadership skills and to support that leadership with technical assistance for the duration of the R2R Program.

4. General Description

Right to Read as an operational program will function during the decade of the 70's. The target group is the underachieving student and the functionally illiterate adult.

Through the establishment of Right to Read Programs, reading instruction will be designed to demonstrate effective procedures for eliminating functional illiteracy in a diverse population. Such procedures will include, but will not be limited to, effective programs and practices, and specific administrative and organizational structures. Personnel will be trained to implement such program, practices, and administrative and organizational structures in their respective districts or schools.

Right to Read Programs will be selected in a manner to provide a geographical spread, and to assure a multiplier effect involving various population groups, preschool through adults.

5. Role of the State Education Agency

   a. Participate in the National Right to Read Seminar Program for the State Right to Read Directors.

   b. Select local educational agencies to participate in the effort which are representative of the geographical location and the student population of the state.

   c. Secure a LEA/SEA Agreement as specified under "District Responsibilities."

   d. Select and prepare a team who will be responsible for the preparation of the selected LEA Right to Read Directors within the state.

   e. Provide a minimum of thirty days of training for the selected LEA reading directors to be provided throughout the duration of the grant period.

   f. Evaluate the effectiveness of the program.

6. Role of the Local Education Agency

   a. Appoint a Right to Read Director who is provided the authority to implement the LEA plan of action.

   b. Adopt a formal resolution affirming reading as a priority.

   c. Establish a local Right to Read Advisory Council.

   d. Provide the time for the Right to Read Director to receive the State Right to Read training.

   e. Develop a LEA plan of action congruent with the State Right to Read Plan of Action.

   f. Provide continuous staff development for LEA personnel.

7. Role of the R2R Consultants

   The R2R consultants will provide extended technical assistance by performing the following functions:

   a. Carry out orientation activities and training seminars for Reading Directors of LEAs

   b. Assist local Task Forces, LEAs and ISDs with program development, including:

      Needs assessment

      Program planning

      Implementation

      Evaluation

c. Assist in the planning of staff development programs and activities for Right to Read.

d. Assist LEA's in providing liaison linkage from local units to the SEA.

e. Participate with LEA's in the dissemination of information regarding effective and innovative instructional practices, in-service programs, curriculum development processes and research.

8. Role of the Reading Director

The Reading Director has the authority and the responsibility to develop a local Right to Read plan and to implement that plan. The LEA Plan of Action (6 e, above) is a document that will describe expected outcomes and list the activities necessary to achieve these outcomes. The LEA Plan of Action will include the following:

a. Implement the LEA/SEA Agreement.

b. Establish an advisory committee.

c. Develop a philosophy for the reading program.

d. Organize the LEA to facilitate coordination of the individual feeder unit task forces.

e. Develop a criteria leading to excellence in reading programming for their own LEA.

f. Implement the needs assessment for the LEA using Right to Read materials.

g. Provide for diagnostic-prescriptive approach

h. Plan for teaching at the instructional level.

i. Involve all staff and students.

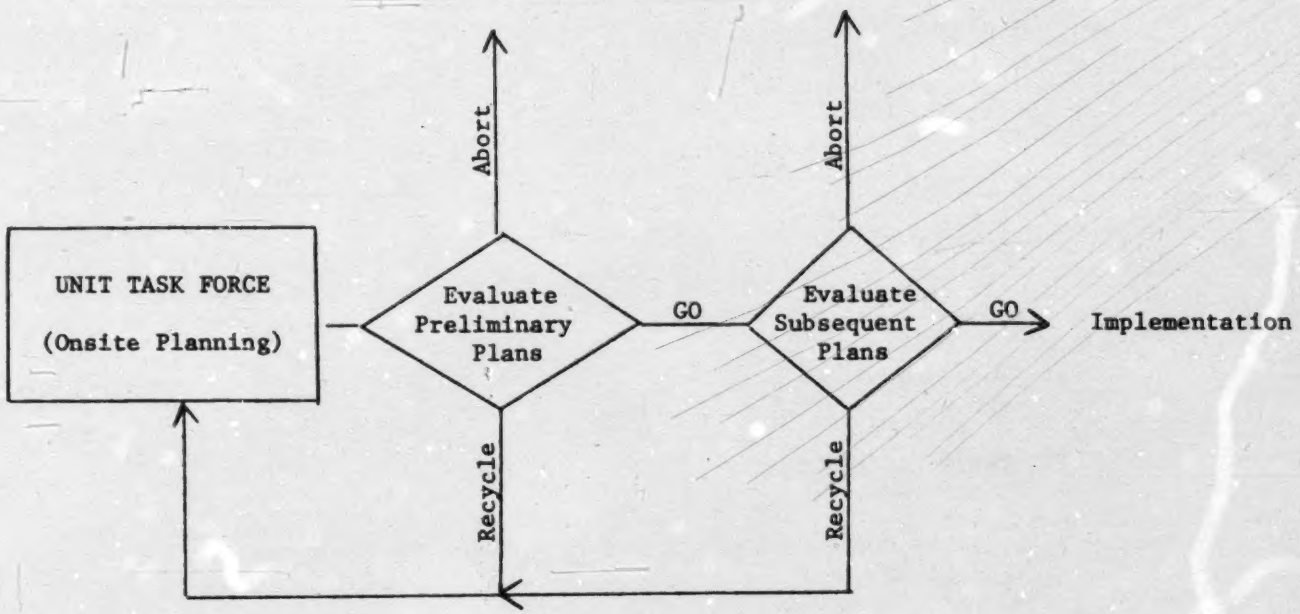
j. Plan a strategy for continuous staff development system that will facilitate articulation from grade to grade and level to level.

k. Plan for the program's recycling efforts for verification, support, expansion and modification based on program progress. (see diagram on following page)

l. Provide liaison with the Right to Read Program in the Office of Superintendent of Public Instruction through progress reports and documentation of activities.

m. Provide a linkage with the community through use of volunteers.

RECYCLE FOR VERIFICATION, SUPPORT, EXPANSION AND MODIFICATION



n. Disseminate program information to other local education agencies.

o. Plan strategies for an adult Right to Read component.

p. Plan for the utilization of technical assistance furnished through SEA and the ISD.

q. Acquaint the Local Administrators with their role in the Right to Read Program.

9. Role of Administrative Head (Superintendent - Principal)

a. Recommend policies to facilitate the Right to Read Program.

b. Carry out orientation of school staff on the Right to Read goals and objectives.

c. Provide linkage and coordination within the various district offices.

d. Participate actively as a member of the local program planning team or unit task force.

e. Function as the Right to Read leader and manager in the local school.

f. Participate actively in staff development activities as a team member.

g. Participate in dissemination of information regarding the Right to Read Program.

h. Perform periodic review of local Right to Read Program and program objectives.

i. Develop strategies for making maximum use of other federal, state, local and private funds as well as human resources.

10. Unit Task Force (School Site)

Each selected Right to Read school or school district will need to establish a Task Force as a working committee. The Unit Task Force, within each Right to Read school, will be the principle organizing, planning, and managing group for the building program. Each Task Force will include as participating members:

Central office administrative staff member at assistant superintendent level or the equivalent.

The principal or head administrator of the school.

Participating Right to Read teachers.

Parents of participating Right to Read students.

The Unit Task Force will work in cooperation with the Reading Director to achieve the Right to Read goals.

11. Staff Development

There is widespread agreement that staff development, or in-service education, is an essential element in an effective program. In view of this need, staff development and training programs will be an integral, intensive, and continuous part of all Right to Read programs for all involved staff, professional and paraprofessional.

Such programs will be planned as a series of ongoing experiences rather than as a single, one-time activity.

Evaluations have repeatedly shown that conferences and workshops with a series of speakers, no matter how well prepared, have proved to be least helpful. Therefore, staff development and training programs will emphasize "doing" on the part of the participants, rather than "listening."

Staff development and training programs may be planned in cooperation with institutions of higher education, industry, business, and local and state agencies.

In planning the staff development and training program, four steps will be taken:

Specific and concise objectives will be developed.

Priorities for the content of the program will be determined.

Appropriate methods to be used in meeting the objectives will be considered.

Resources needed to implement the program will be identified.

Staff development and training is an inherent part of the staff's role and will, therefore, be scheduled at a time and place that is conducive to maximum learning and participation. It must not be exclusively relegated to after school hours, weekends or to summer institutes.

Staff development and training programs will be mandatory, rather than voluntary, for all administrative heads who come in contact with program participants.

12. Evaluation and Progress Reporting

Special evaluation and progress reporting forms will be furnished by the State Education Agency. It is believed that the more simple, the more direct, and the more consistent the reporting forms are, the more effective they will be.

Evaluation and progress reporting are necessary to make changes in program planning, to identify needed resources, and to furnish data for further legislation.

Evaluation is defined in the Right to Read Needs Assessment materials as describing the present status as compared to eventual goals. Reporting will indicate progress, hinderances, and critical needs in meeting the Criteria Leading to Excellence in Reading Programming in the State of Washington.

The final evaluation will reflect the statewide impact of the total Right to Read Effort.

NEWARK RIGHT TO READ PLAN OF ACTION - 1973-74

Planning Chart

OBJECTIVES AND ACTIVITIES	1973 Time-line 1974								Comments and Responsibility
	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	
1. Establish a R2R office	----	----	▲						
a) Hire 2 additional specialists and 1-1/2 secretaries	----	----	▲						
b) Furnish office space & equipment	----	----	▲						
c) Provide telephone, supplies & postage	----	----	▲						
2. Ascertain the state of reading as reflected by student achievement with no less than 10% of the LEAs (314) participating.								▲	
a) Establish task force for reading assessment				▲					
b) Distribute R2R planning Kits	----	----	----	▲					
c) Identify participating districts	----	----	----	----	▲				
d) Select and train six ISD consultants to give technical assistance	----	----	----	----	▲				
e) Each ISD consultant provide 6 days technical assistance to LEAs in their area @ $200 each	----	----	----	----	----	----	----	▲	
f) Collect data and summarize	----	----	----	----	----	----	----	▲	
g) Publish first phase of R2R assessment	----	----	----	----	----	----	----	▲	
3. Determine the level of teacher preparation for the teaching of reading based on IRA publication, Evaluation of Teacher Education Programs in Reading.							▲		
a) Identify five college teachers of reading to prepare and check effectiveness of questionnaire @ $20 per diem	----	----	----	----	▲				
b) Collect data	----	----	----	----	----	▲			
c) Summarize and publish report	----	----	----	----	----	----	----	▲	
4. Determine the amount of district funds budgeted by LEAs in 1973-74 school year for reading personnel						▲			
a) Conduct a one-day work conference of 15 consultants from 1st class school districts to prepare request for budget information @ $20 per diem				▲					
b) Collect data						▲			
c) Summarize and publish report							▲		

STATE OF WASHINGTON

RIGHT TO READ PLAN OF ACTION

SCHOOL-BASED COMPONENT

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STATE OF WASHINGTON
RIGHT TO READ PLAN OF ACTION
SCHOOL-BASED COMPONENT

I. Nature and Scope of Funding

Right to Read is a national effort to wipe out functional illiteracy in the United States. It is an accepted fact that reading is the single most important key to learning and that the mastering of reading skills determines in large part success in school and subsequent adult life. There are data, also, to show that approximately seven million elementary and secondary school students have severe reading problems. There is evidence to show that 90 per cent of the seven hundred thousand students who drop out of school each year are classified as poor readers. Half of those who apply for welfare benefits are unable to read well enough to fill out the application form.

The goal of the National Right to Read Effort is to make it possible for 99 per cent of those in school and 90 per cent of those outside of school to be able to read well enough by 1980 to function effectively. Right to Read does not mean the right to be taught, it means the right to learn to read and in effect be able to create options and to take advantage of those options that exist in our society.

Former Commissioner of Education, James E. Allen, Jr., commented before his death that the R2R effort was never intended to be a federal project, although the federal government must supply extensive help.

With this goal in mind, the U. S. Office of Education, through the R2R Director, Dr. Ruth Love Holloway, has allocated dollars to R2R from numerous funding sources within the federal agency. These funds have been distributed to a selected number of state departments of education. There were eleven states originally funded. Washington is among the 20 most recently funded.

The State of Washington R2R Program has received full support from Dr. Frank B. Brouillet, Superintendent of Public Instruction. In a memo dated July 3, 1973, he stated, "The Right to Read Program is one of my most important priorities....I am determined to use my influence to help this program succeed."

II. Source and Conditions of Funding

The project for the first year of $50,000 provides funds from the Cooperative Research Act. The conditions of funding include conducting surveys; establishing and implementing a statewide system which allows for dissemination to local education agencies and the U. S. Office of Education; and identifying, validating, and replicating effective reading programs at all levels - preschool, elementary, secondary and the adult community.

State of Washington
Right to Read Plan of Action
School-Based Component

A second component of first year funding provides $61,000 for staff development. The state responsibilities include the following:

State Responsibilities

1. Participate in the National Right to Read Seminar Program for the State Right to Read Directors.

2. Select local educational agencies to participate in the effort which are representative of the geographical location and the student population of the state.

3. Secure a LEA/SEA Agreement as specified under "District Responsibilities."

4. Select and prepare a team who will be responsible for the preparation of the selected LEA Right to Read Directors within the state.

5. Provide a minimum of thirty days of training for the selected LEA reading directors to be provided throughout the duration of the grant period.

6. Evaluate the effectiveness of the program. It is suggested that the local reading directors who are to participate in the program of preparation should be selected from local school districts who are willing to make the following commitments:

Local School District Responsibilities

1. To appoint a Right to Read Director who is provided the authority to implement the LEA plan of action.

2. To adopt a formal resolution affirming reading as a priority.

3. To establish a local Right to Read Advisory Council.

4. To provide the time for the Right to Read Director to receive the State Right to Read training.

5. Develop a LEA plan of action congruent with the State Right to Read Plan.

6. Provide continuous staff development for LEA personnel.

III. Assumptions

The State of Washington R2R Program for the decade is based upon several assumptions:

1. Every child can achieve mastery of reading skills with the probable exception of 1%.

2. Schools are accountable for building "zero defect" programs - programs which give every pupil the reading competence he needs, regardless of the difficulties, the time required, his interest or lack of it, his cultural background, his home life, or his ability as measured by culture bound tests.

3. By making the technical assistance available to every Local Education Agency for a sustained period of time, a total reading program can be built which meets a generally accepted criteria of excellence.

4. The scope of a total reading program is broad - preschool, elementary and secondary schools, and the adult community.

5. The office of the State Superintendent of Public Instruction has the capability of creating and implementing a delivery system that is designed to provide education specialists with leadership skills and to support that leadership with technical assistance for the duration of the R2R Program.

R2R leaders support a rationale for rethinking some basic beliefs. Bloom and others have pointed out that educators have used the normal curve for grading purposes so long that they have come to expect a certain number of failures as normal. These failures are no longer appropriate with newer interpretations of the meaning of aptitude. Aptitude does not indicate the ceiling of what a child can learn; it more accurately indicates the rate at which he learns. For too long the school day has been scheduled with a specific amount of time for instruction held constant and achievement being the variable. The result of holding the time of instruction constant for every student is that there is a wide difference in the range of achievement. If, on the other and, schools are to teach so every child will learn, it stands to reason that the expectation should be held constant and the time needed for learning will become the variable.

Use of time in the schools today is a function of organization and management skills. These skills can be learned by administrators and teachers in order to exploit the best that is known about the methods for teaching the reading curriculum.

IV. Relationship of Project to Regular Operations and Programs of the State Education Agency

The R2R Program is a subsection of the Program Development Section, under the Curriculum and Instruction Services Division. The major responsibility of the Program Development Section is to provide technical assistance to school districts in developing curriculum. The R2R Program focuses its attention on identifying needs and meeting those needs through a "people involvement process," rather than through providing districts with special funds. All programs funded within the State Education Agency that direct their efforts toward improving reading are considered to be a part of the R2R effort. Coordination within the agency is being implemented by an agency R2R Task Force.

V. Phases of the R2R Plan of Action

Phase I

To open Phase I of the program, Local Education Agencies were invited to name a reading director who would be given the authority and responsibility by the LEA to coordinate the R2R effort in the LEA. Those who wished to participate indicated their intension by signing the State of Washington Right to Read LEA/SEA Agreement.

Reading directors from the twenty selected LEAs will then be involved in a minimum of 30 days of training seminars. Supportive assistance will be provided by SEA at the local level as a follow-up to the training seminars. Phase I LEAs will serve as demonstration models during Phase II and III.

The "Local Education Agency" may be an entire school district, a number of smaller schools who wish to work jointly, or it may be a high school feeder unit. A high school feeder unit is defined as the entire community from which the elementary and junior high schools feed into and support a single high school unit. Both public and private schools may participate.

Phases II and III

Phases II and III will conform to the 1974 and 1975 school years. Training seminars and follow-up assistance will be furnished by regional reading directors who have demonstrated successful participation in Phase I of the Right to Read Program. The multiplier effect will accommodate selecting additional school districts, providing 30 days of training and follow-up technical assistance until every Local Education Agency, public and private, has become involved. Upon the renewal of the federal funding and the acquisition of state support, details of Phases II and III will be determined.

State of Washington
Right to Read Plan of Action
School-Based Component

VI. Long-Range Consequences

In the long-range planning, it is expected that appropriate state legislation will be written designed to provide those services that are identified as essential to the accomplishment of R2R objectives. Through a coordinated effort of the agencies, Task Forces, and other concerned groups, an analysis of the needs of Washington State reading programs will be formulated. From this study, proposed legislation can be formulated.

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STATE OF WASHINGTON

CRITERIA LEADING TO EXCELLENCE IN READING PROGRAMMING

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November 1973

Preface

One of the basic dimensions of the State of Washington Right to Read Program is that of making direct technical assistance available to each public school district and to every private and parochial school administrative unit for a sustained period of time. Right to Read funds are to be used to assist in the development of a cadre of trained personnel throughout the state who will first develop and implement a comprehensive reading program in their own school districts and then be available as leaders in the preparation of other local educational R2R directors.

Educational thought supports a rationale for rethinking some basic beliefs. Bloom and others have pointed out that educators have used the normal curve for grading purposes so long that they have come to expect a certain number of failures as normal. These failures are no longer appropriate with newer interpretations of the meaning of aptitude. Aptitude no longer indicates the ceiling of what a child can learn; it more accurately indicates the rate at which he learns. For too long the school day has been scheduled with a specific amount of time for instruction held constant and achievement being the variable. The result of holding the time of instruction constant for every student is that there is a wide difference in the range of achievement. If, on the other hand, schools are to teach so every child will learn, it stands to reason that the expectation should be held constant and the time needed for learning will become the variable.

The "State of Washington Criteria Leading to Excellence in Reading Programming" is an overview of what is believed to be a quality reading program. These criteria will help the Local Education Agency (LEA) to evaluate the current reading program. Strengths, weaknesses and omissions can be detected. From such a process, needs can be established and priorities ordered. It is believed that the Criteria may provide a standard to which all Local Education Agencies may aspire and will constitute one dimension of evaluation for the State of Washington Right to Read Program.

Although they are not identified as separate criteria, the fact must be emphasized that a pervasive concern of all those responsible for the teaching of reading includes a need to feel a genuine sensitivity to the thoughts and feelings of the learner, and a need to help develop in youth a belief that every person has the "power to magnify, to multiply the ways in which he exists, to make his life full, significant and interesting"* through reading.

*Aldous Huxley

STATE OF WASHINGTON CRITERIA LEADING TO EXCELLENCE IN READING PROGRAMMING

1. There is a commitment by staff to pupil learning and not merely to teaching alone. Teaching is an important act, but the individual child's learning is the product of greatest consideration.

2. There is coordination and articulation of all of the administrative facets of the reading program.

3. There is provision made for the varying developmental readiness rates, the varying rates of learning, and the special needs and problems of all children.

4. There is continuous progress to the sequence of the reading curriculum in order to prevent the omission of specific skills and assure freedom of individual learning rate.

5. There is a K-12 record keeping system for individual pupils.

6. There is a testing system which includes the use of criterion-referenced measures.

7. The LEA annually makes available the performance levels of the students in reading.

8. There is a reporting system for reading development that fully, accurately, and specifically documents a student's growth in reading and provides this information to parents.

9. All children are taught at the Instructional Reading Level.

10. There are curriculum adjustments in other subject areas for those students who are unable to cope with grade level reading material.

11. There is a system within the LEA to furnish teachers with diversified instructional and practice materials.

12. There is provision made for children to read, hear and respond to the literature of the language.

13. There is evidence that junior and senior high school teachers of reading demonstrate knowledge of developmental reading as it relates to their LEA's curriculum.

14. The reading program recognizes, accepts and provides for the implications that racial, cultural, and sexual differences may have in terms of curriculum, methodology, organization, administration and materials.

15. Both school and public library resources and services are readily available and their use is maximized.

16. There is information available to the public regarding the LEA's reading curriculum.

17. There is both intensive and extensive inservice education for all certificated staff.

18. There are opportunities provided to secondary teachers in content areas to develop the competencies needed to accommodate to the varying reading achievement levels of their students.

19. There is a program of preparation in reading for all substitute teachers and noncertificated staff who work in the classroom, i.e., teacher aides, parent volunteers, and other auxiliary personnel associated with the school.

20. There is a cadre of trained volunteer reading helpers in each LEA.

21. There is an articulated preschool component that involves parents.

22. There is definite curricular provision within the LEA for gifted and/or high achieving pupils.

23. There is an adult basic education component.

24. The board of education of the LEA may establish an incentive program for teacher inservice education in reading.

25. Each LEA has identified a reading director who has the authority, responsibility, and time for the development and maintenance of an articulated reading program.